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MADRASAH QUALITY IMPROVEMENT MANAGEMENT
(Comparative Study of Educational Institutions in Indonesia Madrasah Pembangunan of UIN Jakarta) and Thailand (Ma'had Al-Ulum Adiniyah Pohon Tanjong Ruso Narathiwat)

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ABSTRACT

Madrasahs are Islamic educational institutions integrated in the National Education System in both Indonesia and Thailand. The history of madrasahs in the past has reminded a institution that is discriminated against. But the existence of madrasahs is needed by the community. Education is a process to improve, improve, change knowledge, skills and attitudes, as well as the behavior of a person or group in an effort to educate human life through guidance, teaching and training activities. Schools/madrasahs are an important part of the national education system. The main problem faced by schools/madrasahs in general is related to the management of education quality which includes National Education Standards both in Indonesia and Thailand. Madrasah Pembangunan of UIN Jakarta and Ma'had Al-Ulum Addiniyah Pohon Tanjong Narathiwat is an educational institution that has advantages from various aspects and can be used as a quality reference for other schools/madrasahs. This study aims to examine: Quality Management at Madrasah Pembangunan of UIN Jakarta and Ma'had Al-Ulum Addiniyah Pohon Tanjong Narathiwat. This study uses a descriptive-comparative method with a qualitative approach. Data collection is done by interview, observation and documentation. Data analysis uses individual case data analysis techniques and individual cross-case analysis. The results that have been found by both of these educational institutions are the Program Standards relating to the program referring to the national curriculum set by the respective governments but adding or enriching the characteristics and strengthening of Islamic studies as local reinforcement. Overall the final conclusion is through the development of quality learning and quality institutions that can improve the quality of universal education.

Keywords: Management, Quality Improvement, Madrasah Education.

Contribution/ Originality: This study aims to determine the steps of quality improvement management in education standards, especially the content / curriculum level, it is expected that both education units can be an example for other education units in terms of quality improvement efforts.

1. INTRODUCTION

Madrasah is an Islamic educational institution integrated in the National Education System. The history of madrasahs in the past has reminded a institution that is discriminated against. But the existence of madrasahs is needed by the community. Today the development of the existence of madrasahs is very encouraging. Although the phenomenon of madrasahs in the Islamic world has emerged around the 4th / 5th H (10/11 AD), such as the emergence of madrasahs in Iran's Naisaphur (\pm 400 H) and Madrasa Nidzamiyah in Baghdad (457 H). In the life of a country education plays an important role in ensuring the survival of a country and nation, because education is a vehicle to improve and develop the quality of human resources. Efforts to improve the quality of education continue to be carried out by the government in order to prepare education graduates to enter the era of globalization which is full of challenges, needed education that is really designed in accordance with the times.

Challenging and competitive globalization requires professionalism in all aspects of life, both the existence of individuals and the existence of an organization. Globalization has emerged as a new phenomenon that was born as a result of the times. These conditions require an organization to always make various innovations in order to

anticipate the existence of very tight competition. Organizations in the current global era are required to have a competitive advantage both in terms of quality of service products, costs and professional human resources. Education is a process to improve, improve, change knowledge, skills and attitudes, as well as the behavior of a person or group in an effort to educate human life through guidance, teaching and training activities. The educational process shows the existence of activities or active actions and dynamic interactions carried out consciously in an effort to achieve goals. (Republic of Indonesia Law Number 20 Year 2003).

The challenge of the free market with the frame of the ASEAN Economic Community (AEC) has been rolling since 2016. All countries in the Southeast Asian region compete to improve the quality of life in various aspects, both economic, human resources, and education. Competitive human resources are the basic capital to survive and develop in this AEC era. This is a big challenge for the world of education to prepare quality human resources who are able to compete and excel. The United Nations Development Program (UNDP) itself has noted, that in 2019 the Human Development Index (HDI) of Indonesia reached 0.734 and ranked Indonesia 111th out of 188 countries, far lower than Thailand's HDI which earned 0.783 and positioned it in the ranking 87, the difference of 24 is higher than Indonesia. In education in Southeast Asia, Indonesia ranks sixth after Thailand out of a total of 9 countries. Factual data figures from the two indices above explain that the quality of education in Indonesia is very low and needs to be improved, so that it can have high competitiveness with other countries. While Thailand is able to surpass Indonesia, 24 level higher than Indonesia in the Human Development Index and 1 level higher Indonesia in education.

For writers with a state of education in Indonesia and Thailand, many updates have been made. The purpose of the reform is to keep our educational products relevant to the needs of the world of work, the requirements for further education at the next level of education and able to face the globalization competition of the international world. One of the keys to successfully competing in the global market is the ability to ensure diversity in quality, so the same standards need to be established. In this way what is considered a quality product in one country will also be acceptable in other countries. Efforts to achieve quality as expected are not as easy as turning the palm of the hand. To obtain good quality, a culture of quality must be created in the education environment, each element involved must cooperate with each other, commitment, full responsibility, consistent and continuous to realize quality.

Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta and Mahad Al-Ulum Adiniyah Pohon Tanjong Narathiwat prove that with a professional school system and management as well as adequate supporting facilities and infrastructure, this madrasa has been able to present its existence as a madrasa that can be accessed by all levels of society. Both madrassas are madrassas that emphasize Islamic, scientific and moral development by expressing the potential of students in responding to the challenges of the globalization era. So both of these madrassas there are several components of national education standards that are considered to have been implemented well, so the authors examine this especially on the content standards/curriculum. The two madrassas are Madrasas with different countries, namely the Jakarta Indonesia UIN Pembangunan Madrasa and Al-Ulum Adiniyah Pohon Tanjong Ruso Narathiwat Thailand.

Based on the background above, this study seeks to explore the phenomenon / uniqueness of some of the advantages of both madrassas in terms of quality improvement management. Both madrasas are considered as education units that are able to represent madrasas in Indonesia and Thailand in terms of quality improvement and are expected to be an example for other education units at the same level in terms of management of improving the quality of education.

2. RESEARCH OBJECTIVES

After examining the introduction and formulation of the problem, the study aims: To compare the management of madrasa quality improvement, Madrasah Pembangunan of UIN Jakarta Indonesia and Al-Ulum Adiniyah

Madrasah Pohon Tanjong Ruso Narathiwat Thailand, especially on content standards / curriculum.

3. RESEARCH METHODS

This study uses a descriptive-comparative method with a qualitative approach. Descriptive method is a method in examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. The purpose of descriptive research is to make a systematic, factual and accurate description, description, or painting of the facts, properties and relationships between the phenomena investigated. In the descriptive method the researcher can compare certain phenomena so that it is a comparative study. This research will be carried out in Indonesia and Thailand, in Indonesia the Jakarta UIN Pembangunan Madrasah and in Thailand Ma'had Al-Ulum Adiniyah Pohon Tanjong Ruso Narathiwat.

4. RESEARCH PROCEDURES

Research procedure; First, the researcher makes the formulation of topics and sub-topics to the proposal. Then the preliminary study by conducting observations and interviews, especially to the school director, looking for the documents needed. This activity is for fifteen days. Preparation of research instruments and research permits. The stage of collecting and extracting data from research objects. Field data processing and preparation of the latest report.

5. RESEARCH RESULTS

From the findings of education quality management research between Indonesia and Thailand, in Indonesia, the Jakarta UIN Pembangunan Madrasah and in Thailand, namely Ma'had Al-Ulum Addiniyah Pohon Tanjong Narathiwat, on the actual content/curriculum standards these two madrassas have similarities and differences illustrated in the following table:

Table: Comparative Findings at Madrasah Pembangunan of UIN Jakarta and Ma'had Al-Ulum Addiniyah Pohon Tanjong Narathiwat

No	Standard	Aspect Management	MADRASAH	
			Madrasah Pembangunan of UIN Jakarta	Ma'had Al-Ulum Addiniyah Pohon Tanjong Narathiwat
	Content / Curriculum	a. Planning	<p>- Curriculum development at the education unit level uses guidelines developed by BSNP.</p> <p>- The basic framework of the curriculum is also based on philosophical, juridical and theoretical</p>	<p>- Curriculum development at the education unit level uses guidelines compiled by the OPEC Office of Private Education Commission curriculum. The general curriculum has been outlined by the government as for the religious curriculum with each school's policies in accordance with the vision and mission of the school.</p> <p>- The basic framework of the curriculum is based on philosophical, juridical and theoretical foundations.</p>

			<p>foundations.</p> <ul style="list-style-type: none"> - Curriculum structure refers to the education unit level curriculum, namely the 2013 curriculum. - Local content consists of Tahfidzul Qur'an and English Arabic. - The school provides extra-curricular activities to meet students' personal development needs. - The Education Calendar adjusts to the Ministry of Education and Culture Decree and foundation. - The curriculum has shown time allocation, remedial program planning, and enrichment for students. - The school provides guidance and counseling services to meet students' personal development needs. 	<ul style="list-style-type: none"> - Curriculum Structure refers to the 2010/2554 Curriculum. Namely an integrated curriculum - Local content consists of Sunnah practices (Al-Qur'an, Dhikr and prayers, Khutbah, Arabic and Malay), English - The school provides extra-curricular activities to meet students' personal development needs. - The Education Calendar adjusts what has been set by the government and policies by ma'had himself - The curriculum has shown time allocation, remedial program planning, and enrichment for students. - The school provides guidance and counseling services to meet students' personal development needs.
		b. Actuating	<p>Curriculum content for Madrasah Tsanawiyah / Junior High School. UIN Development includes.</p> <ol style="list-style-type: none"> 1) Religious subject groups, namely: Al-Qur'an Hadith, Islamic Creed, Jurisprudence, Islamic Cultural History and Khot / Calligraphy 2) Language subject groups, namely: Indonesian, Arabic, and English. 3) Mathematics and Natural Sciences subject groups, namely: Mathematics, Integrated Science (Biology, Physics, Chemistry), and Information and 	<p>The contents of the Mutawasit / Junior High School curriculum use an integrated curriculum, namely the General Education Curriculum and the Religious Education Curriculum.</p> <ol style="list-style-type: none"> 1) The General Education Curriculum, general subject groups consist of 8 subjects which are examined in the National exams: Thai Language, Mathematics, Science, Sociology, English Language, Career (expertise) and technology, Health and physical education, Art. 2) Religious Education Curriculum, while the religious subjects consist of 8 subjects, namely (1) Al-Qur'an And

			Communication Technology / Crafts. 4) General subject groups, namely: Pancasila Education and Citizenship, Integrated Social Sciences (Geography, Economics, History), Cultural Arts, Physical Education and Health, and Counseling Guidance.	Interpretation Of The Qur'an (2) Hadith (3) Monotheism (4) Fiqh (5) History (6) Morals (7) Arabic (8) Malay.
		c. Evaluation	<ul style="list-style-type: none"> - Our school curriculum can be integrated into a city reference in local curriculum development - Our school needs to motivate students to take remedial courses as scheduled 	<ul style="list-style-type: none"> - Our school curriculum is an integrated curriculum which is the religious curriculum and general curriculum - Our school always receives good cooking by the OPEC Office of the Private Education Commission Private educational institutions

6. DISCUSSION

1. Planning, Actuating and Evaluation of Education Quality

a. Education Quality Planning

Planning is important before doing something else. Planning is considered important because it will be the determinant and at the same time give direction to the goals to be achieved. Thus a work will be messy and undirected if there is no mature planning, a well-planned and well-planned planning will influence the achievement of objectives. According to Usman, Planning is an activity that will be carried out in the future to achieve the goals and in the planning it contains several elements, including a number of activities that are predetermined, there are processes, results to be achieved, and concerns the future in a certain time. (Usman, Husaini: 2011). The definition of planning according to John R. Schemerhorn, is the process of setting objectives and determining what should be done to be accomplished (the process of setting goals and things that should be done to achieve these goals). (John R. Schemerhorn: 2010). Thus it can be said that planning is the whole process of thinking and determining the things that will be done in the future in order to achieve the goals that have been determined.

In this plan, all institutional activities related to what must be done are formulated and determined, why it is done, where it is done, when it will be done, who does it and how it is done. Activities carried out in planning can include setting goals, enforcing strategies, and developing plans to coordinate activities. A school / madrasa director as top management in his school / madrasa has the task to make plans, both in the areas of learning programs and curriculum, staffing, student affairs, finance and school / madrasah equipment needed both in the present and in the future.

Educational planning according to UNESCO, is the determination of predictions in determining the policies, priorities, and costs of an education system by looking at economic and political realities, the potential of the system to develop the interests of the State and the public services included in the system. (Beeby, CE: 1992). It can be concluded that education planning is intended to prepare all components of education, so that a good teaching and learning process can be carried out in the administration of education in achieving educational goals as expected. This means, in the planning process there are efforts to use human resources (natural resources), natural resources

(natural resources), and other resources (other resources) to achieve goals. (Syafaruddin: 2005).

b. Actuating of Education Quality

The actuating function in management science has several terms whose meanings are almost the same, namely directing, staffing, motivating, and leading. The four terms actually mean the term actuating. Implementation (actuating) is a process of mobilizing workers to carry out activities to achieve goals so that process efficiency and effectiveness can be realized from the work. This function can motivate workers to work seriously so that the goals of the organization or company can be achieved effectively. (Sora N: 2016). Following the definition of implementation according to George R. Terry, Implementation is an effort to move group members in such a way that they wish and try to achieve the goals concerned, by members wanting to achieve these goals. (George R. Terry: 2012). Meanwhile, according to Prim Masrokan Mutohar, the implementation (actuating) is an effort to make planning a reality with a variety of directions and motivations so that each employee can carry out activities optimally in accordance with their roles, duties and responsibilities (Prim Masrokan: 2014).

In the context of Islamic education, mobilization is an effort to provide direction and guidance and encouragement to all human resources of personnel in an organization to be able to carry out their duties with full awareness. (Surya Subroto: 2010). Harold D. Koontz and Cyril O'Donnel, define implementation as "the interpersonal aspects of managing by subordinate are led to understand and contribute effectively and efficiency to the attainment of enterprise objectives". (The relationship between individual aspects arising from the existence of arrangements for subordinates to be understood and effective division of labor for tangible corporate objectives).

Based on some of these opinions, it can be said that the implementation (actuating) is an effort to move all people involved, to jointly carry out the program of activities in accordance with their respective fields in the best and right way. Actuating is the most fundamental function in management, because it is the pursuit of various types of actions themselves, so that all group members from the top to the bottom, trying to achieve organizational goals according to the plan that was originally set, in the best and correct way.

c. Education Quality Evaluation

In the context of everyday life we have done what is called evaluation. Someone made a plan and evaluated the results. From the evaluation results it is known whether the objectives set are achieved or not based on certain criteria.

Evaluation which means assessment or assessment. Evaluation is a systematic and planned activity to measure, assess and classify program implementation and success. In an organization the use of evaluation is very important in order to assess organizational accountability. evaluation is an assessment process. This assessment can be neutral, positive or negative or is a combination of the two. When something is evaluated, usually the person evaluating makes a decision about its value or benefits. Following are some opinions from experts about evaluation. (Rizki Al Kharim: 2016)

1) Worthen dan Sanders

Evaluation is looking for something valuable (worth). Something valuable can be information about a program, production and certain alternative procedures. Therefore evaluation is not a new thing in human life because it always accompanies someone's life. A human who has done something, will certainly judge whether what he did was in accordance with his original desires.

2) Stufflebeam dalam Worthen dan Sanders

Evaluation is: process of delineating, obtaining and providing useful information for judging decision

alternatives. In the evaluation there are several elements contained in the evaluation, namely: the existence of a process (process) acquisition (obtaining), depiction (delineating), providing (providing) useful information (useful information) and alternative decisions

3) Anne Anastasi

Interpret evaluation as; a systematic process of determining the extent to which instructional objectives are achieved by pupils. Evaluation is not just assessing an activity spontaneously and incidentally, but is an activity to assess something in a planned, systematic, and directed based on clear objectives.

According to Suchman evaluation as a process of determining the results achieved by several activities planned to support the achievement of its objectives. Regarding education evaluation according to Ralph Tyler that evaluation is very closely related to supervisors. (Suharsimi Arikunto : 2004) George R. Terry formulating supervision means determining what has been done. It means evaluating work performance and, if necessary, implementing corrective actions so that work results are in accordance with plans. Schermerhorn defines supervision as a process in determining work measures and taking actions that can support the achievement of expected results in accordance with established performance (Schermerhorn: 2002).

There are four approaches to improving the quality of education, which are as follows:

a) Preliminary Control, which is preventive in order to avoid unexpected and productive quality in order to achieve ever-increasing quality. This approach is focused on the input or source of the cause. Improving inputs means controlling the transformation, output and value components of the graduate user.

b) Concurrent Control, carried out on the activities that have been carried out and describe operational controls. The focus of this approach is on transformation or process.

c) Rework Control, carried out when the first and second approaches fail so that the protection against defects and outputs is not in accordance with the expected objectives. The focus of this approach is on the output component

d) Damage Control, carried out to minimize the negative impact of not achieving the expected goals. The focus of this approach, namely on the components of value for stakeholders. (Rusman: 2009)

2. National Education Standards in Indonesia and Thailand.

a. National Education Standards in Indonesia

In the context of implementing and spelling out the National Education System Law Number 20 Year 2003, the government issued this regulation so that the implementation of education can be in accordance with the mandate of the Pancasila and the 1945 Constitution, namely good and quality education. For this reason, it is necessary to determine the standards that must be used as a reference for the implementation of educational activities at the level of meso and micro, in this connection Government Regulation Number 19 of 2005 can be seen as an effort towards achieving this. An important thing in this PP is the need to establish a body called the National Education Standards Agency (BSNP) as the body that determines the standards and criteria for achievement in the administration of education.

Government Regulation Number 19 of 2005 basically is only a general standard for the administration of education, so it is necessary to operate in various aspects of education. This is stated in the government regulation regarding the scope of standards that must exist such as content standards, process standards, graduate standards and other standards, in addition to the issue of standardization of education administration that must be met by education providers. As more clearly, the standards that must be the basis for the administration of education as stated in Article 2 of Government Regulation Number 19 of 2005, include: 1) Content / curriculum standards, 2)

Process standards, 3) Graduates' competency standards, 4) Educator standards and education personnel, 5) Facilities and infrastructure standards, 6) Management standards, 7) Funding standards, and, 8) Education assessment standards. (Susi Susilawati Harahap: 2009)

b. National Standards of Education in Thailand.

The current Thai education system is based on education reform that is regulated according to the National Education Act of 1999. Significant changes in education reform lie in the implementation of a uniform policy, flexibility of the policy implementation, decentralization, quality assurance, quality improvement training teachers at all levels and resource mobilization. Important changes include:

- 1). Expansion of compulsory education through junior high school and free education through senior secondary education.
- 2). Reforming the basic education curriculum, vocational education and higher education, which is based on community needs
- 3). Establishment of the Office for National Education Standards and Quality Assessment (ONESQA), which is responsible for external quality control.

Education Standards and Quality Assurance. The establishment of educational standards aims to determine certain qualities in educational services, such as the quality of desired students, curriculum, and teaching-learning process. Therefore, to ensure quality, educational institutions are expected to develop excellence in the domain of their routine activities and administrative tasks, so that the quality of education will develop. Improving the quality of education will benefit directly recipients of services, including students and parents, as well as indirect recipients, such as entrepreneurs, individuals, and society as a whole. To ensure an increase in the quality of education at all levels and of all types, the two main tasks that must be carried out are the development of education standards and the development of quality assurance. (Yunardi: 2014).

National Education Standards In accordance with the provisions of the National Education Act 1999, the Office of the Education Board is responsible for proposing national education standards. Accordingly, the standard structure formulated by the Office in collaboration with offices responsible for basic education, vocational and tertiary education as well as the Office for National Education Standards and Quality Assurance (Office for National Education Standards and Quality Assessment, ONESQA). With the approval of the Council of Ministers on December 26, 2004, institutions providing education at all levels are expected to comply with national education standards, which consist of three categories:

- 1). Meeting the characteristics of the Thai people, both as citizens and as members of the world community, consists of five indicators: a) good physical and mental health, b) sufficient knowledge and skills to lead a meaningful life and social development, c) skills in learning and adjustment; d) social skills, and e) honesty, mindset, and awareness of Thai citizens and citizens of the world.
- 2). Guidelines for the provision of education consist of three indicators: a) curriculum development and diversification of the atmosphere that allows students to develop themselves according to their abilities and potential; b) Development of administrative staff, teachers, lecturers, staff and education personnel in a systematic and effective manner, and c) carrying out school-based management.
- 3). The guideline for creating a learning / knowledgeable community consists of three indicators: a) providing academic services and establishing cooperation between educational institutions and the community that can facilitate coordination and communication b) research and study, promotion and support for resources and teaching and learning ; and c) development and management of knowledge for the benefit of all strata and components of society (Yunardi: 2014).

7. CONCLUSION

Management of school / madrasah quality improvement, Madrasah Pembangunan of UIN Jakarta and Ma'had Al-Ulum Addiniyah Pohon Tanjong Narathiwat is a system built in an effort to improve the quality of education through several stages. The government sets education quality standards that have been achieved by the education unit with indicators of the achievement of the quality of the National Education Standards. One way to find out and control the quality of education in schools / madrassas is done through three stages of the author's research, namely Planning, I Actuating, and Evaluation on the national standard of education.

The three stages are efforts to guarantee and improve the quality of education carried out independently by education units and legal bodies according to statutory regulations with indicators of compliance with National Education Standards in Indonesia and in Thailand. Based on research findings between the cases that were found, the two madrasa actually possessed the characteristics of an independent private school, Islamic religious education. Both the leaders have a vision, a remote mission going forward, balanced or at the same level as the two schools, including the quality side of development and other aspects. Cultivation of Muslim personality is one of the ways taken by these two madrasa parties to overcome these problems. As for the personalities of Muslims who try to be instilled by the two madrassas to their students, namely the personality of Akhlaqtul Qarimah. Religious values found as supporting cultural quality include; The spirit of studying (Religion and Akademic) (Tholabul Ilmi) and studying the Qur'an (ta'alum Al-Qur'an). The spirit and strong commitment to teach science and preserve local cultural values. Balance of effort in realizing ideals and goals in aspects of faith, knowledge and morals (good deeds). And the spirit of continuous improvement.

Novelty Research; "Islamic Education Management is able to improve universal service and in accordance (goes in line) with the government/state regulations"

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